

DOCUMENT RESUME

ED 439 126

SP 039 085

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TITLE Changing Teachers' Work: The "Reform" of Secondary Schooling. Changing Education Series.
ISBN ISBN-0-335-19938-0
PUB DATE 1999-00-00
NOTE 209p.
AVAILABLE FROM Taylor & Francis, 7625 Empire Drive, Florence, KY 41402
(hardbound: ISBN-0-335-19939-9, \$95; paperbound: ISBN-0-335-19938-0, \$28.95). Tel: 800-634-7064 (Toll Free); Fax: 800-248-4724 (Toll Free); Web site: <http://www.taylorandfrancis.com>.
PUB TYPE Books (010) -- Reports - Evaluative (142)
EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Accountability; Change Strategies; *Educational Change; Educational Policy; Faculty Development; Foreign Countries; National Curriculum; Politics of Education; School Organization; Secondary Education; Teacher Improvement; Teaching Conditions; Teaching Methods
IDENTIFIERS England; *Reform Efforts; Technical and Vocational Education Initiative

ABSTRACT

This book examines the effects of reforms in some countries' national education systems, noting that far from improving education, they have often made it more difficult for teachers to do a good job in the classroom. It focuses on how teaching has changed and continues to change in England's educational reform climate. The book argues that many reforms have created constraints and imposed excessive bureaucratic requirements that diminish both the confidence and the capacity of teachers to perform to the best of their ability. The book's chapters are: (1) "Changing Discourses for New Times"; (2) "Changing Teachers' Work: Structure, Culture and Agency"; (3) "Changing Frameworks, Changing Systems"; (4) "Changing What Teachers Teach"; (5) "Changing How Teachers Teach"; (6) "Changing Patterns of Association"; (7) "Changing Pace of Work"; (8) "Changes in Accountability"; (9) "Changes in School Organization and Management"; (10) "Changes in Teachers' Professional Development"; and (11) "Conclusions." (Contains approximately 230 references.) (SM)

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